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ABSTRACT

This report summarizes the results of a survey undertaken by the Joint National Committee for Languages to determine the existence of collaborative efforts in foreign language study and international education that might serve as representative models for other states. Of the 40 states that responded to the survey, 26 reported having academic and cultural alliances, 14 reported using school partnerships, while 12 had developed state advisory boards, commissions, or task forces to promote collaboration in foreign language study and international education. The bulk of the report consists of individual state entries, which list the programs undertaken by each state, provide a short description of the program goals and operation, and cite the name, address, and telephone number of the program contact person. A list of 19 relevant publications and a list of state foreign language supervisors are included. (MDM)

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State-Wide Collaborative Efforts for Teaching Foreign Languages

Compiled by:
Tamara S. Johnstone
Joint National Committee for Languages

In Cooperation with:
The National Council of State Supervisors of Foreign Languages

January 1993

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State-Wide Collaborative Efforts for Teaching Foreign Languages

Table of Contents

I.	Executive Summary	1
II.	Overview of Collaborative Efforts	3
	(1) Academic Alliances (2) State Advisory Boards, Commissions, Task Forces (3) State Foreign Language Association Projects (4) Partnerships Among Schools & Universities (5) Special Projects	
III.	Collaborative Ventures: State-by-State	15
IV.	Representative Programs	57
V.	Conclusions	61
VI.	Selected Publications	63
VII.	List of State Foreign Language Supervisors	65

Part I -- Executive Summary

Everyone knows that learning a foreign language is easier when you have someone you can converse with in the language you are learning. It may come as no surprise, therefore, that foreign language teachers across the nation are involved in collaborative efforts to help their students learn foreign languages more easily and to keep their own language skills up to speed. These collaborative efforts range from multi-state initiatives like the six-state network of alliances in New England to smaller, local initiatives like the "Spanish is Fun" Programs sponsored by Virginia's Blue Ridge Community College for third through seventh graders after school and in the summer.

At the request of the National Council of State Supervisors of Foreign Languages, the Joint National Committee for Languages (JNCL) surveyed the State Education Departments to determine the existence of collaborative efforts in foreign language study and international education that might serve as representative models for other states. This document is a summary of JNCL's survey findings. It includes a wide array of collaborative activities from the 40 states that responded to the survey.

Academic and cultural alliances led the way in terms of popularity. Twenty-six states indicated they had such alliances in place. In states with many sparsely populated areas, respondents referred to their alliances as vehicles for remedying the isolation felt by teachers of foreign languages in school districts offering only one language. Words like "solidarity" and "information-sharing" were common in the explanations of alliance goals.

School partnerships were cited in 14 states; many of them geared to meet the needs of surrounding communities. For example, in one program, a faculty member teaches Spanish to front-line supervisors of a local poultry industry. In another, high school students who have already developed some proficiency in an Asian language receive additional instruction to expand and further refine that proficiency. State Advisory Boards, Commissions, and Task Forces were found in 12 states. A number of them have published reports, complete with detailed recommendations, which are the result of much analysis and thoughtful discussion.

Finally, states were asked to provide, at most, three representative collaborative efforts and to focus on the issues of articulation and placement. Consequently, this survey is by no means exhaustive of all the efforts toward collaboration in the states. For example, only one state listed a collaborative project of its state foreign language association. Given that state associations are collaborative efforts in themselves and most states have a state foreign language association, perhaps state supervisors felt simply it would be redundant to list them. In any event, collaborative efforts in foreign language study and international education are prevalent in the states and come in a variety of forms and sizes -- all geared to meet the needs of the students and teachers in the areas served.

Part II -- Overview of Collaborative Efforts

Most of the collaborative efforts in foreign language study and international education fall into one of five categories: academic alliance, school partnerships, state education department initiatives, state association activities, and special projects.

Academic alliances are most common. They usually include anywhere from 10 to 60 faculty members from the same or related discipline who come together for profession development. Members are from all academic levels. The interaction between elementary and secondary school faculty with college and university faculty enables members to share instructional strategies and resources. Additionally, it helps faculty understand the preparation and programs students need to progress through the various academic levels. At least 26 states, and probably more, have academic alliances in place. Many have several alliances. The state of Ohio has the most extensive network of alliances with a state; whereas, the six New England states have the most extensive multi-state network of alliances.

State	Academic and Cultural Alliances
1. Alabama	Network of three Academic Alliances
2. Arkansas	Southwest Arkansas Foreign Language Alliance
3. Connecticut	Greater Hartford Foreign Language Collaborative Collaborative Quality Circle
4. Florida	Florida's First Coast Academic Alliance Suncoast Academic Alliance of Florida
5. Indiana	Northeast Indiana Collaborative Michiana Alliance of Foreign Language Programs
6. Iowa	Tri-State Alliance of Foreign Language Teachers Iowa-Japan Cultural Alliance
7. Maine	Six Maine Alliances participate in the New England Network of Academic Alliances in Foreign Languages and Literatures.
8. Maryland	Univ. of MD Alliance with Two School Systems
9. Massachusetts	Seven Massachusetts Alliances participate in the New England Network of Academic Alliances in Foreign Languages and Literatures.
10. Michigan	Michiana Alliance of Foreign Language Progr ns
11. Nebraska	Metro Academic Alliance
12. Nevada	Sierra Nevada Foreign Language Collaborative

State	Academic and Cultural Alliances
13. New Hampshire	Pizza and Pedagogy Seacoast Foreign Language Collaborative North Country Foreign Language Collaborative Lakes Region Foreign Language Collaborative Merrimack Valley Region Collaborative
14. New Jersey	Central N.J. - Eastern PA Academic Alliance
15. New Mexico	Network of three Academic Alliances.
16. North Carolina	East Carolina Collaborative Wake County Collaborative
17. Ohio	Network of 18 Foreign Language Alliances
18. Oregon	University of Oregon and Eugene Schools Collaborative Collaborative for the Training of Japanese Teachers
19. Pennsylvania	Greater Philadelphia Collaborative on Int'l Education Central N.J. - Eastern PA Academic Alliance The Appalachian Language Educators Society
20. Rhode Island	The Aquidneck Island Foreign Language Collaborative The South County Foreign Language Alliance
21. South Carolina	Winthrop and Piedmont Collaboratives
22. Texas	Network of four Academic Alliances
23. Utah	Golden Spike Empire Language Alliance Central Utah Modern Language Alliance
24. Vermont	Network of three Academic Alliances
25. Virginia	Richmond Academic Alliance for Foreign Languages
26. West Virginia	Southern West Virginia Foreign Language Collaborative Eastern Panhandle Foreign Language Collaborative
** ***New England***	***Network of 26 Academic Alliances in Foreign Languages and Literatures in six New England states.***

School partnerships take on a variety of different forms. They can be exceedingly sophisticated in which, for example, a group of universities work with a Government overseas to recruit native speakers, such as in Louisiana. Louisiana State University and other universities work in partnership with the State Department of Education and the Government of France to conduct workshops and provide scholarships for participants. A more common type of partnership cited was between a college or university and a local elementary or secondary school. In Virginia, for example, the Blue Ridge Community

College sponsors an eight-week after school, and a week-long summer program, of beginning Spanish for grades 3-7. Fourteen states report having partnerships--many having lists too numerous to report. Many small, local partnerships exist, but survey respondents were not always aware of all those in existence or opted to report only the larger or more popular programs.

A third category--State Education Department Initiatives--comprised some large-scale projects involving educators across the state from all academic levels. Thirteen states reported having task forces, commissions, or advisory boards. Two well-known examples are the Iowa Commission on Foreign Language Studies and International Education and Alabama's Committee on Development of the *Alabama Course of Study: Foreign Languages*.

A significant number of states reported having an advisory committee in place, which the State Superintendent of Education calls upon when he or she perceives a need, such as deciding to review what students need for college entrance. States that reported having advisory boards, task forces, or commissions sometimes sent copies of their published reports and findings along with their completed JNCL survey. These materials probably would be useful background to members of other state committees now in progress.

State	Partnerships with Schools
1. Connecticut	Language Departments of the Connecticut State University System
2. Delaware	Ad Hoc Committee on International Education in Delaware
3. Hawaii	Chaminade University - Language Maintenance for High School Students
4. Maine	Southern Maine Partnership - Foreign Language Strand
5. Maryland	University of Maryland and Montgomery County Public Schools NEH Project
6. Pennsylvania	West Chester Area School District International School - University Project Bucks County Foreign Language Advisory Council
7. Oklahoma	Oklahoma State University - Oklahoma Foreign Language Teachers Association
8. Texas	Effort Between Texas Schools and Colleges to Study Articulation
9. Utah	TrACE Videodisc Consortium (Curriculum Development)
10. Vermont	China Project
11. Virginia	Blue Ridge Community College/Local Industry Partnership and "Spanish is Fun" Programs University of Virginia Center for the Liberal Arts Project College of William and Mary - Encountering Foreign Languages Taught Through Technology: A Proposal for Faculty Development Ferrum College Partnership with Local School District Hampden-Sydney College Academic Support Program Hollins College - CAI for the High School Foreign Language Teachers Liberty University - School/University Partnership Old Dominion University - La Francophonie: A Study of Its Literature and Culture Randolph-Macon College - Saturday Seminar for Latin Teachers Virginia Polytechnic Institute - Intensive Second Language Institute Virginia Western Community College - Dionysia
12. West Virginia	Foreign Language Pedagogy Team for the West Virginia University Holmes Project
13. Wisconsin	University of Wisconsin - Milwaukee Articulation Conference Summer Language Institutes Special Language Days and Contests
14. Wyoming	School District - College Russian Program

State	State Advisory Boards, Commissions, and Task Forces
1. Alabama	State Course of Study: Foreign Languages Committee Commission on Higher Education Task Force on College Preparedness Core Curriculum Committee Teacher Education Rules Committee
2. California	Foreign Language Project
3. Delaware	Delaware Foreign Language Advisory Council
4. Indiana	State Foreign Language Advisory Board
5. Iowa	Commission on Foreign Language Studies & Int'l Education
6. Mississippi	Project '95 Review of Foreign Language Curriculum Committee
7. Nebraska	Task Force on Foreign Language Education
8. New Jersey	Core Course Proficiencies Initiative
9. New Mexico	Modern & Classical Languages Advisory Committee "Cite" Plan Task Force
10. North Carolina	Second Language Education Evaluation Committee
11. Oklahoma	State Superintendent Foreign Language Advisory Board
12. South Carolina	Foreign Language Curriculum Writing Team and the South Carolina Curriculum Congress
13. Texas	Advisory Committee on International Issues to the Commissioner of Higher Education

A fourth category is state foreign language association activities. While most of the states have foreign language associations, few survey respondents listed the association as a collaborative effort. Clearly, state associations are collaborative efforts, but obviously not unique to any one state. What is unique are the different activities state foreign language associations are engaged in, which eventually lead to collaboration. The Connecticut Council of Language Teachers, for example, has organized total language immersion programs for teachers and high school students, and also is developing position papers on evaluation, articulation, and other areas of importance to the profession.

State	Special Foreign Language Association Projects
1. Connecticut	Evaluation Committee for Local Chapter of the American Association of Teachers of Spanish and Portuguese
2. Maine	Foreign Language Association of Maine High School/College Collaboration Committee
3. Wisconsin	Wisconsin Association of Foreign Language Teachers: Grant Program, Middle Level Task Force, Outreach - Directory of Consultants

Finally, special projects can be described as any collaborative initiative designed to strengthen foreign language and international education programs, which do not fall into one of the other four categories. A good example is the Foreign Language Careers Video Project produced by the Georgia Department of Education and Georgia Southern University, which is discussed under "Model Programs."

A chart displaying an overview of state collaborative efforts follows. Please note that the numbers in parentheses refer to how many (if more than one) of these types of efforts are currently in place in the state.

Collaborative Efforts

GOALS:

#1 = Sharing of Information and Materials on Developments in Foreign Language Teaching and Learning.
#2 = Exploration of Problems Affecting Foreign Language Educators and the Identification of Possible Solutions and Directions.
#3 = Promotion and Improvement of Foreign Language Problems Through Advocacy and Increasing Public Awareness; Examination of Curriculum Issues; and Analysis of Placement Issues.

Collaborative Efforts

State	Academic Alliances	School Partnerships	State Advisory Boards, Task Forces, and Commissions	State Association Activities	Special Projects	Addresses: Articulation Yes	Articulation No	Placement Yes	Placement No	Addresses: Goals: #1	#2	#3	Data Not Available or No Activities
Alabama	x		+(4)	^		x + ^		+	x ^	x + ^	x + ^	x + ^	
Alaska													x
Arizona				x		x			x	x	x		
Arkansas	x						x	x		x	x	x	
California			x			x		x		x	x	x	
Colorado													x

State	Academic Alliances	School Partnerships	State Advisory Boards, Task Forces, and Commissions	State Association Activities	Special Projects	Addressees: Articulation Yes	Addressees: Articulation No	Addressees: Placement Yes	Addressees: Placement No	Addressees: Goals: #1	Addressees: Goals: #2	Addressees: Goals: #3	Data Not Available or No Activities
Connecticut	x	+		^		x + ^		x ^	+	x + ^	x + ^	x + ^	
Delaware		+	x			x +		x	+	x	x +	x +	
District of Columbia													x
Florida	x(2)					x		x		x	x	x	
Georgia				x	+ ^	x	+ ^	x	+ ^	x +	x + ^	x ^	
Hawaii		+			x		+ x		+ x	x			
Idaho				x		x			x	x	x	x	
Illinois													x
Indiana	x(2)		+			x +		x +		x +	x +	x +	
Iowa	x +	^	*			x + *	^	+ *	x ^	x + ^ *	x + *	+ ^ *	
Kansas													x
Kentucky													x
Louisiana					x + ^	+ ^	x	+ ^	x	x + ^	+ ^	+ ^	

13

14

State	Academic Alliances	School Partnerships	State Advisory Boards, Task Forces, and Commissions	State Association Activities	Special Projects	Addresses: Articulation Yes	Articulation No	Placement Yes	Placement No	Addresses: Goals: #1	#2	#3	Data Not Available or No Activities
Maine	x(6)	+			•	x + •		x + •		x + •	x + •	x + •	
Maryland	x	+				x	+		x +	x	x +	x	
Massachusetts	x					?		?		?	?	?	
Michigan	x					?		?		?	?	?	
Minnesota													x
Mississippi			x(2)			x		x			x	x	
Missouri													x
Montana													x
Nebraska	x		+			x +		x +		x +	x +	x +	
Nevada	x					x		x		x	x	x	
New Hampshire	x(5)					x-2		x-2		x	x	x	
New Jersey	x		+			?		?	+	+	+		
New Mexico	x(3)		+ •				+ • x		+ • x	x	+ x	+ •	
New York													x

State	Academic Alliances	School Partnerships	State Advisory Boards, Task Forces, and Commissions	State Association Activities	Special Projects	Addresses: Articulation Yes	Addresses: Articulation No	Addresses: Placement Yes	Addresses: Placement No	Addresses: Goals: #1	Addresses: Goals: #2	Addresses: Goals: #3	Data Not Available or No Activities
North Carolina	x +		*			x + *		+	x *	x + *	*	x + *	
North Dakota													x
Ohio	x(18)					x			x	x	x	x	
Oklahoma		x	+			x +			x +	x +	x +	x +	
Oregon	x(2)					x		x		x	x	x	
Pennsylvania	x(2) +	*(2)				x *	+	x *	+	x + *	x + *	x + *	
Rhode Island	x(2)					?		?		?	?	?	
South Carolina	x		+			x	+	x	+	x +	x +	x +	
South Dakota													x
Tennessee													x
Texas	x	+	^			x + ^		x + ^		x +	x + ^	x +	
Utah	x *	+				x	* +	x	* +	x +	x * +	x *	

17

13

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State	Academic Alliances	School Partnerships	State Advisory Boards, Task Forces, and Commissions	State Association Activities	Special Projects	Addresses: Articulation Yes	Addresses: Articulation No	Addresses: Placement Yes	Addresses: Placement No	Addresses: Goals: #1	Addresses: Goals: #2	Addresses: Goals: #3	Data Not Available or No Activities
Vermont	x(3)	+				x	+	x	+	x +		+	
Virginia	x	+(11)				? ?		? ?		x +	x +	x +	
Washington													x
West Virginia	x(2)	+				+	x	+	x	x +	x +	+	
Wisconsin		x		*		x *		x *		x *	x *	x *	
Wyoming		x					x	x		x		x	

The different symbols (x, +, *, etc.) indicate that a state reported more than one type of collaborative effort.

1. Alabama

Alabama Consortium for the Advancement of Foreign Languages

This group evaluates local school systems' applications for the Foreign Language Assistance Act and provides technical assistance and program evaluations. It is also considering a joint effort with the Alabama State Department of Education on the Fulbright Group Projects Abroad Program. Six local school systems are about to receive Federal grants largely because of the consortium's program evaluations.

Contact: Dr. Richard W. Thames, Chairman
Alabama Consortium for the Advancement of Foreign Language Education
Department of Foreign Languages
The University of Montevallo
Station 6415
Montevallo, Alabama 35115
(205) 665-6415

Alabama State Course of Study: Foreign Languages Committee

The main focus of this statewide committee is to develop a state-mandated core curriculum (two-year program) emphasizing student outcomes for proficiency issues. Members are local school teachers and supervisors, and college/university subject matter professors. Members on the committee, including its subject-matter subcommittees, were appointed by the State Board of Education upon the recommendation of the State Superintendent of Education.

Alabama's mandated State Course of Study has been completed, distributed, and currently is being implemented in all public school systems in Alabama. Four summer workshops on the State Course of Study have been held. Performance-Based Accreditation System teams (composed of local school people and State Department of Education staff members) will use the State Course of Study in their reviews of public school systems.

Contact: Mrs. Brenda Coleman, Chairman
Alabama State Course of Study: Foreign Languages Committee
Assistant Principal, Opelika High School
Lafayette Parkway
Opelika, Alabama 36802
(205) 745-9715

Alabama Association of Foreign Language Teachers

This statewide organization is composed of K-12 and college/university teachers and administrators of foreign languages, with its executive committee representing both school and college. All teachers of languages are invited to participate, including teachers of English-as-a-second-language.

Its major focus is to keep up to date on trends and methodology, to work for sequence and continuity from K-16, and to collaborate on workshops and other projects. Members have addressed issues including the advancement of foreign languages in the state, and the appropriate use of technology.

Contact: Dr. Thomas Hines, President
Alabama Association of Foreign Language Teachers
Department of Foreign Languages
Samford University
800 Lakeshore Drive
Birmingham, Alabama 35229
(205) 870-2923 or 870-2747

Alabama Commission on Higher Education (ACHE) Task Force on College Preparedness

The main focus of this Task Force was to develop a plan for inclusion of foreign languages in the high school curriculum. Members included college deans, admissions personnel, teachers, school principals, guidance personnel, and representatives from the State Department of Education. Its work is now complete.

Contact: Dr. William Blow, Deputy Director
Alabama Commission on Higher Education
Suite 221, One Court Square
Montgomery, Alabama 36197-0001

Advanced Placement Programs in Foreign Languages

These programs offer potential college-credit courses to academically capable students. They are funded by the Alabama State Legislature and are administered by the State Department of Education. Annual workshops and summer training sessions are offered for participating teachers. Issues addressed include:

-- non-uniform acceptance of advanced placement courses for college credit.
-- financial restrictions severely limiting on-site visits.
-- consulting with college/university admissions personnel.
-- implementing forums for K-16 personnel.
-- difficulty of accessibility of training for teachers of foreign languages (because of fewer numbers of teachers of foreign languages).

Contact: Dr. John W. Howard, Coordinator
Advanced Placement Program
Secondary Instructional Section
Division of Student Instructional Services
Alabama State Department of Education
50 North Ripley Street
Montgomery, Alabama 36130
(205) 242-8013

Core Curriculum Committee

Formed by the State Board of Education, this committee made recommendations to the Alabama State Board of Education on appropriate courses for the state's mandated core curriculum -- plus other required and innovative courses. The committee was chaired by a local school superintendent, and members included an associate superintendent, principal, vocational director, school counselor, and five State Department of Education staff persons. Its work has been completed.

Contact: Mr. Jimmie H. Lawrence, Chairman
Core Curriculum Committee
Superintendent, Butler County Public Schools
101 Butler Circle
Greenville, Alabama 36037
(205) 382-2665

Teacher Education Rules Committee

Also formed by the State Board of Education, this committee drafted rules to be met by colleges/universities preparing teachers of foreign languages. They delineate what a prospective teacher must know and be able to do prior to certification. Teachers at the school and college/university levels prepared the rules document, and the State Department of Education staff coordinated the work.

The Teacher Education Rules Committee's recommendations are in place in Alabama colleges and universities that offer approved foreign language teacher education programs. Future plans include ongoing evaluation of the rules.

Contact: Dr. Jayne A. Meyer, Assistant Director
Office of Professional Services and
Coordinator, Teacher Education Section
Office of Professional Services
Alabama State Department of Education
50 North Ripley Street
Montgomery, Alabama 36130
(205) 242-9560

Academic Alliances

This group of three academic alliances is composed of area teachers, professors of foreign languages, administrators, and selected public and civic members. Emphasis has been on programs in methodology, classroom materials and equipment, technology for foreign language education, international education and global concerns, articulation and continuity, administrative problems regarding class size, scheduling, etc. Usually, meetings are held in an informal atmosphere with an opportunity to become acquainted individually over refreshments or a meal.

Contact: Dr. Rebecca Oxford, Resource Person
Area of Curriculum and Instruction College of Education
The University of Alabama at Tuscaloosa
207 Graves Hall
University, Alabama (Tuscaloosa) 35487
(205) 348-2874

2. Alaska - Information is unavailable.

3. Arizona

Arizona Foreign Language Association News

This group publishes a newsletter three to four times a year and also holds an annual conference on foreign languages.

Contact: AFLA News Editor
Nancy Lewis
Ironwood High School
6051 W. Sweetwater
Glendale, Arizona 85304

4. Arkansas

Southwest Arkansas Foreign Language Alliance

Members include foreign language teachers from three postsecondary institutions, 35 secondary schools, and a number of elementary schools throughout 16 counties in southwest Arkansas. The group meets four times a year, functioning in a workshop atmosphere, to discuss such topics as oral proficiency activities, using films and visuals as cross-cultural aids, structuring cooperative learning, and foreign language week activities.

It also assists in disseminating information from the Arkansas Department of Education's foreign language specialist. Additionally, secondary teachers receive current information on foreign language programs offered by universities.

Perhaps the group's greatest value, however, is the squelching of "isolationism from colleagues in the field" -- often characteristic of teachers in sparsely populated areas. Alliance members, instead, develop a network of colleagues with similar aspirations and goals.

Contact: Gisele E. Souter
Department of Foreign Languages
Box 1280, Southern Arkansas University
Magnolia, Arkansas 71753
(501) 235-4205

5. California

California Foreign Language Project

Mandated by the California Legislature in 1988, this project provides support for school districts to develop communication-based foreign language programs. The project maintains eight regional sites throughout California, and its policy board members include representatives from K-12 school districts, the California Department of Education, the University of California, and the California State University system.

Among the group's projects are intensive professional development programs, and annual summer seminars on effective leadership skills and team building. Articulation efforts are ongoing, and the group is now examining student placement based upon assessment of oral language progress. Members currently are developing a Classroom Oral Competency Interview.

Plans for the future include a California conference on foreign languages, as part of a long-term strategy aimed at persuading public opinion in the state about the need for foreign language expertise; the need for articulated foreign language instruction that begins in the early grades; and the need to focus foreign language instruction on communicative competency.

Contact: Duarte M. Silva, Executive Director
California Foreign Language Project
Littlefield Center, Room 14
300 Lasuen Street
Stanford, CA 94305-5013
(415) 725-2561

6. Colorado - Information is unavailable.

7. Connecticut

Participates in the New England Network of Academic Alliances in Foreign Languages and Literatures -- a network of 26 school and college-level alliances throughout six New England states. The Connecticut alliances participating in the network are the Greater Hartford Foreign Language Collaborative and the Collaborative Quality Circle.

Contact: Christine Brown
Division of Foreign Languages
Glastonbury Public Schools
232 Williams Street
Glastonbury, Connecticut 06033

Language Departments of the Connecticut State University System

Colleges of the State University System hold a series of meetings for foreign language faculty to share information and ideas. Their session topics have included new ideas for

proficiency, articulation and course content, teaching for proficiency and the ACTFL oral proficiency guidelines, and textbook selection.

Contact: Marco A. Arenas, Ph.D.
Department of Modern and Classical Languages
Central Connecticut State University
New Britain, Connecticut 06050
(203) 827-7313 or (203) 688-6693

Additionally, in the Spring of 1992, a grant from the Connecticut Humanities Council made possible a series of six seminars at Central Connecticut State University for teachers of languages, the humanities, and the arts. These seminars dealt with the theme of the Quincentenary, with specialists in six different disciplines offering specialized information to help teachers create instructional modules for the classroom. The seminars provided opportunities for an active exchange of ideas. A session on implementing some of these ideas is planned for the first week of March, 1993 -- to coincide with National Foreign Language Week.

Evaluation Committee of the American Association of Teachers of Spanish and Portuguese

The local chapter of AATSP has organized a local committee of university faculty and high school teachers, two from each level, to work on a new version of the National Spanish Exams for the advanced level. A first draft of the new exams -- designed for high school students-- is now complete. The committee plans to continue to meet to discuss the revamping of the whole evaluation procedure as it now operates.

Connecticut Council of Language Teachers

Once a year, the Connecticut Council of Language Teachers offers a professional development session with a speaker and/or facilitator who deals with selected topics chosen by a standing commmittee. These sessions are well attended and are becoming popular among language teachers in the state. The programs are in addition to the group's annual conference.

Additionally, through its standing committees, the Council has dealt with topics of concern to schools and colleges and the transition from one to the other. It has organized total language immersion programs for teachers and high school students, and also is developing position papers on evaluation, articulation, and other areas of importance to the profession.

8. Delaware

Delaware Foreign Language Advisory Council

Convened in 1986 by the State Supervisor of World Languages, this council of approximately 25 members, includes representation from all institutions of higher education offering foreign languages, administrators and teachers from the majority of the state's school districts, and presidents of the various foreign and second language state organizations. It promotes foreign languages, advises the Department of Public Instruction

on curriculum and policy, and encourages communication and networking among persons working in the field of language education. Members have assisted the University of Delaware with its placement policies.

Contact: Rebecca H. Scarborough
State Supervisor
World Languages and DelFLAC
Chair, Dept. of Public Instruction
Townsend Bldg., P.O. Box 1402
Dover, Delaware 19903
(302) 739-4885

Ad Hoc Committee on International Education in Delaware

This committee is composed of representatives from the Department of Public Instruction and the University of Delaware. Members discuss the status of international education in Delaware and consider ways to work together to help Delaware citizens deal with global political and economic issues they are likely to face. Among its recommendations, to date, is the appointment of a state-wide task force -- representing all educational levels, the state legislative and executive branches, and business -- to develop a statewide strategy on international education.

Contact: David Pong
Chair, Department of History
University of Delaware
Newark, Delaware 19716

9. District of Columbia - Information is unavailable.

10. Florida

Florida's First Coast Academic Alliance

This alliance is comprised of school and college foreign language faculty who meet together about three or four times a year. The group promotes foreign language opportunities in the area, provides a network of foreign language teaching professionals, and serves as a forum for members' common concerns. Projects have included two FLES/Middle School Techniques Workshops and a "Study of Literacy Texts" Workshop. Also, together with other institutions in the area, the alliance has sponsored in-service workshops for area teachers to obtain certification. In addition, alliance members are called upon, each year, to evaluate candidates for NEH Fellowships in Foreign Languages. In 1990, the group received a mini-grant from AAHE to improve outreach in the community.

The alliance has enabled secondary and university personnel to get to know each other and to work together toward proficiency-based programs. Together, they have launched French and Spanish contests for high school students on college campuses.

Future projects include working on a handbook of teaching activities for FLES and Middle School students; writing an NEH grant to provide a series of workshops for the teaching of literature (AP) for Spanish teachers; and teaming up with the Sun Coast Academic Alliance in presenting a workshop on the study of literacy texts during the Florida Foreign Language Convention.

Contacts: Emily D. Christofoli
Project Director
Florida's First Coast Academic Alliance
Episcopal High School
4455 Atlantic Blvd.
Jacksonville, Florida 32207
(904) 396-5751 ext. 28

Dr. Otilia Salmon
Professor of Spanish
University of North Florida

Suncoast Academic Alliance of Florida (SCAAF)

School and college faculty and administrators from eight of Florida's counties comprise the membership of this alliance. The group meets several times throughout the year for planning sessions and teacher workshops. It has served as the local planning committee for the Florida Foreign Language Association's Annual Convention.

This year's priorities include lobbying policymakers to support foreign language education, expanding the articulation of all academic levels, and providing opportunities for the professional development of teachers.

Contacts: Dr. Carine Feyten
Secondary Education - EDU 208B
University of South Florida
4202 East Fowler Avenue
Tampa, Florida 33620-5650
(813) 974-3511

Mrs. Carmine R. Zinn
Pinellas County Schools
301 Fourth Street, S.W.
Largo, Florida 34640
(813) 588-6072 or (813) 588-6066

11. Georgia

French Summer Institute

The main focus of this three-week program, geared for teachers of French in Georgia, was to improve French language proficiency, pedagogy, and knowledge of the Francophone world. The institute was a collaborative effort of the French Cultural Services of the French

Embassy, the Georgia Department of Education, Georgia Institute of Technology, and the Alliance Francaise.

Teachers returned to the classroom with:

-- a higher level of proficiency in French.
-- more up-to-date information of technology in France and how to use it in their schools.
-- a better understanding of technology in France and how to use it in their schools.
-- a better understanding of France's role in the Francophone world and the European Community.
-- better instructional strategies and materials for use in the classroom.

The group was formed in summer of 1992; some participants will meet at the state and regional conference in 1993 and will present at the conference. Some have, and others will, make presentations to other teacher groups, and some will have the opportunity to continue their studies in France in the summer of 1993. There are also plans to provide similar staff development opportunities for teachers in France.

Contact: Marie-France Merlot Bonardi
Attachee Linguistique
Georgia Department of Education
1954 Twin Towers East
Atlanta, Georgia 30334-5040
(404) 656-2414

Articulation Committee of the Foreign Language Assoc. of Georgia.

The articulation committee was formed to allow a forum for discussion for improving articulation between secondary school teachers and college and university teachers of foreign languages. Members of both secondary and college level faculty are represented on the committee. At this stage, members have "presented" the issues, but not yet delved further into improvement of articulation.

Contact: Lynne McClendon
President, FLAG
Fulton County Schools
786 Cleveland Avenue
Atlanta, Georgia 30315
(404) 763-6797

Foreign Language Careers Video Project

The major focus of this video project is to provide high school students (and younger ones), plus administrators and counselors, with practical examples of how knowing a foreign language (at various levels of proficiency) can be advantageous to them in the job market. It addresses the need for foreign language study for all students, not just the brightest and the college-bound.

The project is a collaborative effort between the Georgia Department of Education and Georgia Southern University. To produce the video, coodinators met regularly for the past two years and with a technical person to support the project.

At this point, the research phase, i.e., finding the various people to interview on the video, the actual filming, editing, and script writing, is complete. A "how to" guide for the video has been written and a packet of ancillary materials has been assembled. Both the written materials and the video have been distributed to all Georgia high school principals, along with a letter of support from the State School Superintendent.

The materials are also being made available to Georgia teacher training institutions. The premiere of the video and a full day training session have been done. Project coordinators hope to repeat the training for as many audiences as possible, including counselors and administrators in order to spread the word about the importance of foreign language study. They also hope to present it nationally, so that similar projects can be replicated in other states.

Contacts: Marcia A. Spielberger
Georgia Department of Education
1954 Twin Towers East
Atlanta, Georgia 30334-5040
(404) 656-2414

Nancy W. Shumaker
Georgia Southern University
Statesboro, Georgia

11. Hawaii

Outreach Services of the National Foreign Language Resource Center

Interaction between NFLR center members and teachers in the public school system provides an ongoing flow of information. Issues related to developing language proficiency and utilizing interactive approaches in the classroom are the primary focus. Groups meet upon request from school district.

Contact: Anita Bruce
Office of Instructional Services
189 Lunalilo Home Road
Honolulu, Hawaii 96825

Chaminade University - Language Maintenace for High School Students

This federally-funded project provides instruction to students who have already developed some proficiency in Asian languages. Sessions are held on high school campuses, and classes meet regularly after school.

Contact: Anita Bruce
Office of Instructional Services
189 Lunalilo Home Road
Honolulu, Hawaii 96825

13. Idaho Association of Teachers of Foreign Languages

Its members are foreign language teachers at the 7-16 education levels. The association publishes a newsletter and holds conferences on issues of importance to its membership. Articulation, for example, is one issue the group has addressed.

Contact: Dr. Rudy Leverett
Coordinator, Humanities and Foreign Languages
Idaho Department of Public Instruction
650 West State Street
Boise, Idaho 83720

14. Illinois - Information is unavailable.

15. Indiana

Michiana Alliance of Foreign Language Programs

Schools and universities throughout Indiana and Michigan are involved in this alliance. Meetings are planned a year in advance, and there is strong leadership by both university and school representatives. The group addresses issues of pedagogy, textbooks, materials, motivation, articulation, and placement.

An annual foreign language fair, which draws many students and the general public, is sponsored by the alliance. Future plans include added community involvement and attempts to recruit support from business and industry.

Contact: Carol Hedman
Adams High School
808 S. Twyckenham Drive
South Bend, Indiana 46615
(219) 288-4655

Northeast Indiana Collaborative

Membership in this collaborative includes representatives from approximately 35 schools in northeast Indiana and a few from Ohio plus one university -- Indiana University/Purdue University at Fort Wayne (IPFW). The group's major focus is on communication between the university and the schools in areas such as methodology, research, and conference reports.

Meetings are held about four times a year. Each year, the group sponsors a foreign language fair, which is usually attended by more than 1,000 students. The group also produces a newsletter that has a fairly large distribution.

Contact: Jeannette Clausen
Foreign Language Department
Indiana University at Fort Wayne
2101 Collesium Blvd., East
Fort Wayne, IN 46805-1499
(219) 481-6637

Indiana State Foreign Language Advisory Committee

Members of this advisory committee are foreign language teachers from both schools and universities, who are appointed by the State Superintendent of Public Instruction. The Committee's mandate is to advise Indiana's Department of Education on policy development regarding foreign language education in the state.

To date, it has advised the Department on such issues as the development of foreign language teacher competencies, foreign language curriculum guides, and recommendations for school/university transition. At present, the Committee is in the process of recommending a revision of the current foreign language curriculum guides.

Contact: Walter H. Bartz
Office of Program Development
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
(317) 232-9156

16. Iowa

Tri-State Alliance of Foreign Language Teachers

To learn more, please call the contact person listed below.

Contact: John Doohen, French Department
Morningside College
Sioux City, Iowa 51106-1751
(712) 274-5000

Iowa Commission on Foreign Language Studies and International Education

The purpose of this three-year alliance is to encourage the study of the Japanese language and culture in Iowa's schools and to increase, among all Iowans, an awareness of Japan's cultural heritage and the significance of its role in the modern world.

Towards this effort, the group has recruited from Japan ten teachers of Japanese to teach in Iowa high schools and colleges. The commission's major project has been the establishment of the "Iowa-Japan Cultural Alliance." Members have raised over $100,000 from corporations to help fund the project.

Contact: Paul Hoekstra
Consultant, Foreign Languages
Bureau of Instruction and Curriculum
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
(515) 281-7806

Mid-America Japan in the Schools Program

This program is a three-year effort to improve and expand the study of Japan in a four-state region, i.e., Iowa, Kansas, Nebraska, and Missouri. Its goals are:

1. To assist state-level departments of education, university teacher training institutions, and school districts to internationalize the curriculum using Japan as a case study so that teachers will have the knowledge and skills to teach their students about complex global and economic issues that transcend U.S.-Japanese national boundaries.

2. To award fellowships to selected educators who will develop productive networks among educational institutions in order to increase the quality and quantity of instructional materials and programs designed to improve the teaching and understanding of Japan and U.S.-Japan relations.

3. To provide fellowship recipients with a series of seminars in Japanese Studies, including an on-site study tour in Japan.

4. To establish an on-going resource center to provide consulting, inservice training, workshops, and instructional materials to assist university teacher trainers, state-level departments of education, and school districts with the integration of Japan Studies into their curricula.

5. To strengthen or build Japan sister-city, university, school, and private sector ties that will promote the exchange of people and information between the four Mid-America project states and Japan.

Contact: Paul D. Hoekstra
Consultant, Foreign Languages
Bureau of Instruction and Curriculum
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
(515) 281-7806

17. Kansas - Information is unavailable.

18. Kentucky - Information is unavailable.

19. Louisiana

Summer Institute for Teachers

This summer immersion institute for teachers of French was conducted by various universities at Louisiana State University and was a collaborative effort among the Council on the Development of French in Louisiana (CODOFIL), the State Department of

Education, the Government of France, and Lousiana State University. Members of the State Department of Education also helped conduct the workshops. Forty teachers participated and were provided scholarships by the French Government and CODOFIL. As a result, 38 out of the 40 teachers' French proficiency levels improved. Two native speakers who participated said they benefited greatly from the pedagogical and cultural aspects of the institute.

Contact: Robert C. Lafayette
Room 202, Peabody Hall
Louisiana State University
Baton Rouge, Louisiana 70803
(504) 388-3209

Fifth Grade Listening Test

Pilot tests of listening comprehension among fifth grade students of French were conducted as a cooperative effort between the State Department of Education and the Ministry of Education in Quebec in 1990-91, and between the State Department of Education and the Universite de Liege in Belgium in 1991-92. The test will be given to a sample population this year to determine the proficiency levels of fifth grade students.

Contact: Margaret Keefe Singer
Louisiana Department of Education
Foreign Languages Section
P.O. Box 94064
Baton Rouge, Louisiana 70806
(504) 342-3453

Resource Teachers Project

This project, now in its first year, identifies exemplary teachers and either lightens or totally frees their schedules so that they can visit other teachers on a regular basis and help develop instructional materials and techniques.

Contact: Margaret Keefe Singer
Louisiana Department of Education
Foreign Languages Section
P.O. Box 94064
Baton Rouge, Louisiana 70806
(504) 342-3453

20. Maine

Foreign Language Assoc. of Maine High School/College Collaboration Committee.

This Committee's major goal is to improve the extent and quality of collaboration between the state's school systems, and colleges and universities regarding foreign language education. Issues it addresses are: K-16 articulation, student placement, professional development opportunities (including courses), and sharing of human and material resources.

Its activities have included a language retreat for teachers to discuss the transition from secondary to postsecondary language programs, and coordination of graduate level courses for teachers on a regional basis. The Committee also conducted a survey of Maine foreign language teachers to assess the state's needs for professional development opportunities and to identify possible trainers and resources. Additionally, a data bank of resources and trainers will be developed from the survey results.

Contacts: Dr. Raymond Pelletier
University of Maine
201 Little Hall
Orono, ME 04469
(207) 581-2476

Julie Rand
Orono High School
Goodridge Drive
Orono, ME 04473
(207) 866-4916

Collaboratives of the New England Network of Academic Alliances in Foreign Languages and Literatures

Six foreign language associations in Maine participate in the New England network, which consists of 26 foreign language alliances in six New England states. Alliance members support teacher in-service education, faculty development, research on teaching and learning, collaborative curriculum development projects and curriculum articulation.

Projects of the New England Network have included a three-year collaborative effort with the College Board and the American Council on the Teaching of Foreign Languages entitled "Articulation and Achievement: the Challenge of the 1990's in Foreign Language Education". This project, which was funded by FIPSE, has resulted in the formation of a Teacher Council on Standards and Assessment in Foreign Languages that will develop an articulated 7-14 framework, implement and pilot alternative authentic assessment strategies, and disseminate project results nationwide.

Other projects include establishment of an Intra/Interstate Speakers Bureau, and securing mini-grants from the MacArthur Foundation and the American Association of Higher Education to aid the activities of the local alliances.

Contacts: For Network Information
Claire W. Jackson
Department Head, Foreign Languages
Newton South High School
140 Brandeis Road
Newton Centre, MA 02159
(617) 376-5036

For Information on Alliances
Donald Reutershan
Maine Department of Education

State House Station #23
Augusta, ME 04333
(207) 287-5925

Southern Maine Partnership - Foreign Language Strand

This collaborative is between the University of Southern Maine and school districts in the region. Members are teachers and school administrators from the K-16 levels. Its objectives are to increase communication among foreign language teaching colleagues throughout southern Maine, improve articulation K-16, and provide staff development for teachers and school administrators.

A major focus is on improving articulation using authentic assessment instruments to measure student performance at each level of language learning. It is anticipated that placement policies will be impacted by the discussions and actions concerning authentic assessment in foreign languages. The use of portfolio reviews, for example, may become an integral part of placement policies in the future.

Contact: Gloria Pollard
Yarmouth High School
West Elm Street
Yarmouth, ME 04096
(207) 846-5535

21. Maryland

University of Maryland - Baltimore County Activities

1. Language Immersion Day for Teachers

All levels of teachers of French, Spanish and German meet on three different occasions, for each language, to spend the day using the foreign language to discuss issues and contemporary events in the target cultures.

2. "Let's Talk" Sessions for Teachers

Teachers at all levels and all languages meet together to discuss educational foreign language concerns.

3. National FLES Institute

Teachers at all levels and all languages gather for a week-long focus session on methods of teaching foreign languages in elementary and middle schools, including those applicable to other levels.

Contact: Dr. Gladys Lipton
University of Maryland/Baltimore County
Department of Modern Languages
Baltimore, Maryland 21228

Collaborative between the University of Maryland, Prince George's County Schools, and Montgomery County Public Schools.

Established in 1989, this alliance meets about twice a year to discuss issues impacting foreign language educators at all levels. Its objectives include ongoing dialogue, information dissemination, and sharing of professional knowledge and expertise.

Contacts: Dr. Ralph Farica
French Department
Univ. of Maryland at College Park
College Park, MD 20742

Hannah Gershon
Eleanor Roosevelt High School
Prince George's County Schools
Greenbelt, MD 20770

University Participation in Montgomery County Public School National Endowment for the Humanities Project

Montgomery County Public Schools have a grant from the National Endowment for the Humanities to conduct two regional summer institutes. Core faculty for these institutes are from the University of Maryland and Georgetown University, and faculty from both universities helped to develop the grant proposal.

Twenty eight teachers of French and Spanish were trained in the Summer of 1992. Training will continue in 1993.

Contacts: Myriam Met/Eileen Lorenz
DAS, MCPS
850 Hungerford Drive
Rockville, MD 20850

Periodic Collaboration between Institutions of Higher Education and Local Education Agencies

Montgomery County Public School staff consult periodically with faculty at local institutions of higher education on an individual basis regarding specific issues of mutual interest.

Contact: Myriam Met
DAS, Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Newletters and Conferences

Two area foreign language associations have newsletters -- the Maryland Foreign Language Association, and Greater Washington Area Teachers of Foreign Languages. The newsletters include articles by university faculty and elementary and secondary teachers.

The two associations also hold annual conferences that include college-level sessions, as well as collaborative sessions between high school and college faculty. Additionally, the two groups hold an annual joint conference.

Contacts: Maryland Foreign Language Association
c/o Dora F. Kennedy
4806 Harvard Road
College Park, MD 20740

Greater Washington Area Teachers of Foreign Languages
c/o Marilyn Garrueta
(703) 356-2781

22. Massachusetts

Seven foreign language associations in Massachusetts participate in the New England Network of Academic Alliances in Foreign Languages and Literatures. For more information on the network, please see Connecticut and Maine listings.

Contacts: For Network Information
Claire W. Jackson
Department Head
Foreign Languages
Newton South High School
140 Brandeis Road
Newton Centre, Massachusetts 02159

For Information on Massachusetts Alliances
Nancy Curriuolo
Director of the Office of School/College Relations
New England Association of Schools & Colleges
Sanborn House/15 High Street
Winchester, Massachusetts 01890
(617) 729-6762

23. Michigan

A Foreign Language Consultant recently has been hired, after about a two-year vacancy. A new state plan calls for establishing a statewide advisory council to develop a network for improving awareness, communication, cooperation, and collaboration within the educational community (K-University), and between the educational community and business and industry in the state of Michigan.

Contact: JoAnne S. Wilson
5765 Oak Street
Glen Arbor, Michigan 49636-0527
(616) 334-6315

24. Minnesota -- Information is unavailable.

25. Mississippi

French and Spanish Teacher Institutes

Sponsored by the Mississippi Department of Education and the Mississippi Institutions of Higher Learning -- and funded by the National Endowment for the Humanities -- these institutes interrelate language, literature, history, and language teaching. A team of foreign language teachers from high school and university levels developed the syllabi and anthologies, and conducted the month-long institutes in July 1992 for secondary French and Spanish teachers. Institute leaders consisted of high school, college, and university teachers.

Information about the institutes will be shared with foreign language teachers at the foreign language teachers' conference and through regional statewide workshops in October 1992.

Contact: Jeanne Wells Cook
Mississippi Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 359-3778

Project '95

This project began in February 1989 to raise academic quality and broaden access to education by 1995. It is a collaborative effort among Mississippi's Institutions of Higher Learning, the Mississippi Department of Education, and the Board for Community Colleges.

Contact: Charles Pickett
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, Mississippi 39211
(601) 982-6611

Review of Foreign Language Curriculum

Foreign language teachers from the elementary, secondary, and university levels were selected, through a competitive proposal process conducted by the Mississippi Department of Education, to sit on a statewide committee to review foreign language curricula in the state and nation. The committee report has been completed.

Contact: Jeanne Wells Cook
Mississippi Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 359-3778

26. Missouri - Information is unavailable.

27. Montana - Information is unavailable.

28. Nebraska

Task Force on Foreign Language Education

This task force was formed in 1984 to work on specific issues relating to the improvement and promotion of foreign language education in schools and colleges. The Task Force meets four times per year. K-16 membership represents the distribution of foreign language teachers throughout the state by the languages they teach.

The Task Force on Foreign Language Education and the Nebraska Foreign Language Association are working together to adopt a more proactive approach to improve the quality of statewide leadership and service to schools and colleges.

Strong response to a recent survey has encouraged the development of committees to address needs and policy issues including advocacy, articulation, distance learning, elementary school programs, placement, professional standards, etc.

Initiatives which the Task Force has developed or helped to facilitate include:

1. Implementing educational programs to increase the language proficiency of teachers.
2. Providing a mechanism through distance learning that has enabled every secondary school district in Nebraska to offer a foreign language.
3. Improving the status of foreign language in schools through school accreditation policies and practices.
4. Recognizing foreign language as core curriculum in schools.
5. Endorsement criteria for elementary school foreign language. (Awaiting state board action.)

Contact: Mel Nielsen
Consultant in Foreign Languages and International Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-4331

Metro Academic Alliance

Members of this alliance are from the Omaha metro area and Council Bluff, Iowa. Representatives from each public and private school district are invited. Meetings are held four times a year to share ideas and events and to plan activities.

The purpose of the alliance is improved information and communication among schools, districts, and teachers regarding foreign language education. For example, the group has addressed teachers' needs by areas, shared in-service programs, conference proceeding reports, and collaboration in course offerings at universities based on the needs of area teachers.

Contact: Sharon Watts
District Coordinator
Omaha Public Schools

3215 Cuming Street
Omaha, Nebraska 68131

29. Nevada

Sierra Nevada Foreign Language Collaborative
This is a group of Northern Nevada foreign language teachers and university/college instructors who meet together about twice a year. Communication among members has enabled university placement tests to be enhanced. Also, based on student scores, advanced placement has been better achieved.

Contact: Dr. Guy Wagener
Department of Foreign Languages
University of Nevada
Reno, Nevada 89557

30. New Hampshire

Four foreign language associations in New Hampshire (listed below) participate in the New England Network of Academic Alliances in Foreign Languages and Literatures. For more information on the network, please see Connecticut and Maine listings.

Pizza and Pedagogy
This regional effort from the southwestern part of New Hampshire assists in proficiency-oriented curriculum design and new assessment techniques. Nearly all school districts in the region are involved.

Contact: Dr. Margaret Langford or Dr. Donald Flemming
Keene State College
Morrison Hall
229 Main Street
Keene, New Hampshire 03431
(603) 358-2962

Seacoast Foreign Language Collaborative
Foreign language teachers (K-16) in both Maine and New Hampshire participate in this collaborative, which addresses a variety of topics and issues.

Contact: Lynn Gass - Seacoast Collaborative
Berwick Academy
31 Academy Street
South Berwick, Maine 03908
(207) 384-2164

These are just getting started and information has not yet been provided:

North Country Foreign Language Collaborative
Lakes Region Foreign Language Collaborative

Contacts: Patricia Arcenault
Profile Jr.-Sr. Regional High School
Bethlehem, New Hampshire 03574
(603) 823-7411

Robert R. Fournier
Curriculum Supervisor, Foreign Languages
New Hampshire State Department of Education
101 Pleasant Street
Office Park South
Concord, New Hampshire 03301

31. New Jersey

Core Course Proficiencies in Foreign Languages Initiative
This state project brought together educators from across the state to identify core course proficiencies required for high school foreign language courses. These proficiencies will be aligned in the foreign language courses by September 1993.
Contact: Michael Ryan
New Jersey Department of Education
225 West State Street (N-500)
Trenton, New Jersey 08625-0500
(609) 984-1805

Central N.J. - Eastern PA Academic Alliance
Please see the section on Pennsylvania for more information.

32. New Mexico

Academic Alliances
At least three regional collaboratives exist, which usually meet monthly to share information and build solidarity. Their members consist of language teachers in both public and private elementary and secondary schools and universities. Their meetings have led to increased communication among teachers, workshops for professional development, and sharing of activities such as the language festival that each collaborative organizes.
Contacts: ALTA: Nancy Lawrence
Rio Grande High School
Albuquerque, New Mexico 87105

FLANN: Myrtelina Rael
Mora High School
Mora, New Mexico 87732

ILCSNM: Ingrid Luchini

Mayfield High School
Las Cruces, New Mexico 88001

Modern & Classical Languages Advisory Committee

This advisory committee originally began as a task force formed by the State Superintendent. It consists of teachers and administrators from across the state involved in second language education. Its first tasks involved developing student and teacher competencies and included a recommendation for a coordinator's position at the State Department of Education. Now, it has become an advisory committee to the language coordinator and continues to represent teachers at all levels, from various languages and from different geographical regions. It serves especially to bridge the gap between teachers at the local level and the State Department of Education (since there are no district level coordinators).

Contact: Margo Chavez-Charles
Modern and Classical Languages
New Mexico State Dept. of Education
Education Building
Santa Fe, NM 87501-2786
(505) 827-6612

"Cite" Plan Task Force

Formed by the State Board of Education, this task force is charged with studying how best to accomplish the State Board of Education's goal of proficiency in two languages for all New Mexico students. Three committees have been formed to study questions specifically related to proficiency, teacher preparation, and curriculum. Members consist of representatives from Indian Education, Bilingual Education, and Modern & Classical Languages.

Contacts: Margo Chavez-Charles
Modern and Classical Languages
New Mexico State Dept. of Education
Education Building
Sante Fe, NM 87501-2786
(505) 827-6612

Mary Jean Habermann
New Mexico State Dept. of Education
Education Building
Sante Fe, NM 87501-2786
(505) 827-6666

33. New York - Information is unavailable.

34. North Carolina

Second Language Education Evaluation Committee

This committee, created by the State Department of Public Instruction, is composed of foreign language teachers, supervisors, and teacher trainers. Its mission is to aid in the implementation of K-12 second language programs. Thus far, the committee has developed new teacher competencies for certification and also has been part of a project funded by FIPSE through CAL to assist institutions of higher education in converting teacher preparation programs from 9-12 to K-12. For this project, teacher trainers were taught elementary methodology and paired with FLES teachers for observation and classroom practice. Additionally, a K-8 foreign language teacher preparation curriculum was developed through the project.

Contacts: Nancy Rhodes
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 429-9292

Jerry Toussaint
Second Language Studies
North Carolina Department of Public Instruction
Education Building - Room 213
Raleigh, NC 27603-1712
(919) 733-0955

East Carolina Collaborative

This group of approximately 75 to 100 teachers from throughout Eastern North Carolina meets on the campus of Eastern Carolina University with faculty from the university's foreign language department about four or five Saturdays each year. Certificate renewal credit is offered. Development of a graduate program in foreign language study at the university is one outcome of the group's collaborative efforts.

Contact: Manolita Buck
Eastern Carolina University
Greenville, North Carolina
(919) 757-6031

Wake County Collaborative

One of four pilot Academic Alliances, this one is composed of K-12 second language teachers from the Wake County Schools and faculty from the various colleges in Wake County. Members meet on a weekday afternoon seven times a year.

Among results cited are:

1. Gathering of local resources
2. Articulation weekend
3. Conversation practice for all
4. Professional update

5. Collegiality
6. Placement Test for North Carolina State University

Contact: Dr. Anne Fountain
Peace College
Raleigh, North Carolina
(919) 832-2881

35. North Dakota - Information is unavailable.

35. Ohio

An Ohio Network of Foreign Language Alliances consists of 18 alliances. Seven responded to our survey and are described below.

Ashland University Foreign Language Alliance

This collaborative sponsors a continuing education workshop to provide teachers with classroom instruction ideas and techniques. Last year's alliance meetings averaged more than 30 foreign language teachers from six counties. Each 1992-93 meeting will begin with 30 minutes of informal target language practice and continue with a presentation and discussion.

Contact: Barbara Schmidt-Rinehart, Ph.D.
329 A & H
Ashland University
Ashland, Ohio 44805
(419) 289-5131

Firelands Area Language Alliance

Issues this collaborative addresses include skill-building (reading/writing), articulation, professional development, and school district policies (e.g., second- and third-year students in the same class.) Members are mostly 7-12 teachers, but do include some college faculty, and some high school students. A major collaborative result cited has been "an increase in solidarity, a decrease in 'professional loneliness'."

One of the alliance's projects has been a survey of college placement policies. To that end, the group has invited several four-year college representatives to discuss their placement policies at alliance meetings.

Contact: Mary Jane Hahler
Bowling Green State University
Firelands College
901 Rye Beach Road
Huron, Ohio 44839
(419) 433-5560

Miami Valley Foreign Language Alliance (Dayton)

This alliance considers topics of interest to foreign language teachers at any level -- whether it is a teaching technique, a special event like foreign language week, or a successful grant proposal writing workshop. Members meet three times a year. Meetings have addressed such topics as proficiency-oriented teaching techniques, methods for selecting proficiency-oriented texts, and how best to deal with students who have learning difficulties.

Contact: Paul G. Larmeu
Steering Committee Coordinator
Miami Valley Foreign Language Alliance
Room 6347
444 West Third Street
Dayton, Ohio 45402
(513) 226-2795

Ohio Valley Foreign Language Alliance (Athens)

One of the most active in the state of Ohio, this alliance includes foreign language teachers from all levels of education. Its activities have included establishment of a statewide network of foreign language alliances, and development of a position paper that covered everything from class size to teacher training to language labs to teachers' rights.

Contact: Barry Thomas or Lois Vines
Department of Modern Languages
Ohio University
Ellis Hall
Athens, Ohio 45701

Western Ohio Foreign Language Alliance

This alliance, which meets on one of three college campuses, focuses primarily on techniques to teach foreign languages through literary texts. In that connection, it has offered a seminar for teachers.

Contact: Luz Harshbarger
10733 Scott Road
Sidney, Ohio 45365
(513) 492-3822

Northeast Ohio Language Alliance

This alliance provides a forum for foreign language educators at all levels to come together to discuss concerns and problems, and provides a means by which members can share classroom strategies and materials, information about professional development, ongoing projects, etc. Meeting topics have covered cooperative learning, technology, reading strategies, FLES materials, etc. Alliance membership comprises 30 to 40 foreign language educators who meet three times a year.

Contacts:

Patricia Lawson	David Wilkin
317 19th Street	836 North Bever
Canton, Ohio 44709	Wooster, Ohio 44691
(216) 445-3728	(216) 264-8137

Susan Colville-Hall
3454 Edgewood
Stow, Ohio 44224
(216) 686-1860

Ohio Valley Foreign Language Alliance

This alliance was created specifically to reduce the isolationism of foreign language educators and to provide opportunities for them to share information on instructional techniques. It holds four meetings a year and oversees the state level at the annual state meetings of foreign language teachers. Members launched the state-wide effort to establish collaboratives wherever there are institutions of higher learning.

Contacts: Lois Vine or Barry Thomas
Ohio University
Department of Modern Languages
Athens, Ohio 45701

37. Oklahoma

Oklahoma State University -- Oklahoma Foreign Language Teachers Association

This is a joint venture to train elementary school foreign language teachers. Two summer workshops are scheduled -- one, the summer of 1993, and the other, the summer of 1994.

Contact: Dr. Nadine Olson
Department of Foreign Languages
Oklahoma State University
Stillwater, Oklahoma 74078
(405) 744-5825

State Superintendent Foreign Language Advisory Committee

This is an Ad hoc committee, which meets at the request of the State Superintendent to provide advice on foreign language instruction.

Contact: Sandy Garrett
State Superintendent
Oklahoma State Department of Education
2500 Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 521-4886

38. Oregon

University of Oregon and Eugene Schools Collaborative

This group meets informally and is concerned primarily with further development of the immersion schools in Euguen.

Contact: Roberta Hutton
Oregon Department of Education

700 Pringle
Salem, Oregon 97310

Collaborative for the Training of Japanese Teachers
This group focuses on planning to assure the availability of teachers for growing programs in Japanese. Members meet in Eugene or Salem about once every two months.
Contact: Roberta Hutton (please see address above)

39. Pennsylvania

The Appalachian Language Educators Society
Society membership consists of elementary, secondary, and university faculty from about eight counties, with most participation from Indiana and Cambria teachers. Two meetings a year are held, but subcommittees meet more as needed. Meetings have been in the form of pedagogical workshop sessions, round-table discussions, and guest speakers with dinner sessions where there are "language specific tables."

A new project dealing with articulation was initiated in 1992. Additionally, a foreign language festival is held annually at St. Francis College for students of members.
Contact: Peter Broad
President, APPLES
c/o Indiana University of PA
Sutton Hall
Indiana, PA 15705

West Chester Area School Districts
This school district holds summer intensive language programs in Chinese, Japanese and Russian, and has year-round academic programs in these languages. High school students are encouraged to study Chinese, Japanese and Russian at a University any time they want more advanced training and when too few interested students precludes his or her high school from offering a class.
Contacts: Ronale L. Gougher
Chairperson, Foreign
Language Department
West Chester University
West Chester, PA 19386
(215) 436-2700

Thomas Sechrist
Asst. Superintendent
Downingtown Public Schools
Downingtown, PA
(215) 269-8440

Patricia Dixon, Asst. Superintendent
West Chester Public Schools
West Chester, PA 19386
(215) 436-7160

Greater Philadelphia Collaborative on International Education

This group works to stimulate interest in international education and has held conferences on Latin America, the Arab World, Europe, and East Asia. Members meet monthly and have secured grants for summer training programs in Arabic and Japanese.

Contacts: Dr. Annette Luers
Ursinus College
(215) 489-9111

William Skowconski
Bonner High School
(215) 259-0280

Montgomery County Association of Teachers of Foreign Languages

This is a collaborative of pre-secondary, secondary, and post-secondary teachers of foreign languages, which provides:

-- teacher conferences and workshops
-- teacher idea-sharing sessions
-- oral proficiency contests
-- middle school activity day
-- summer intensive foreign language programs for high school students

Members meet once a week as a "regular program" operating on a day-to-day basis all year round.

Contact: Frank Mulhern
Supervisor of Foreign Languages
Wissahickan School District
Ambler, PA 19002
(215) 628-1796

Bucks County Foreign Language Advisory Council

This collaborative body is composed of one official representative from each public school district in the county and local community college, as well as consultants from the county intermediate unit. The group's goal is communication and joint planning. Its efforts have resulted in joint planning of courses, a common curriculum guide, a foreign language conference on election day, innovations in technology, and joint cultural projects.

Contact: Dr. Karen Steinbrink
Bucks County, IV #22
705 Shady Retreat Road
Doylestown, PA 18901
(215) 348-2940

Dr. Anthony Waskie
Pennsbury High Schools
705 Hood Blvd.
Fairless Hills, PA 19030
(215) 949-6729

Central N.J. / Eastern PA Academic Alliance at Rider College

Members of this collaborative are foreign language educators at secondary and college levels. They meet monthly to discuss common concerns and to arrive at collegial solutions.

Projects have included a curriculum and test sharing session, a film festival, and an on-going foreign language competition.

Contact: Dr. Anthony Waskie
Pennsbury High Schools
705 Hood Blvd.
Fairless Hills, PA 19030
(215) 949-6729

40. Rhode Island

Two foreign language associations in Rhode Island participate in the New England Network of Academic Alliances in Foreign Languages and Literatures. These associations are: The Aquidneck Island Foreign Language Collaborative and The South County Foreign Language Alliance.

Contacts: Remo Trivelli
Department of Languages & Literature
Independence Hall
University of Rhode Island
Kingston, Rhode Island 02881
(401) 792-4694

Margaret Vendituoli
Department Head, Foreign Languages
Bristol High School
119 Chestnut Street
Bristol, Rhode Island 02809
(401) 253-7111

For more information on the New England network, please see Connecticut and Maine listings.

41. South Carolina

South Carolina Council on Foreign Language Placement and Curriculum

This group was formed in 1989 to address a requirement of the Commission on Higher Education that two units of high school foreign language study be required for college entrance. Members include K-12 and postsecondary foreign language educators. The council meets four times a year, has two publications, and works on such issues as curriculum articulation and placement testing procedures.

All South Carolina colleges, public and private, have foreign language placement policies listed in a report due to the efforts of this council. Currently, efforts are underway to look at ways to make these policies more uniform and to develop a test item bank.

Contact: Dr. Al Mature, Chairman

Department of Foreign Languages
Newberry College
Newberry, South Carolina 29108

Winthrop and Piedmont Collaboratives

The major focus of these groups of secondary and postsecondary foreign language educators is to share ideas and aid professional development. Discussions have centered, for example, on sharing strategies and activities for classroom practices.

Contact: Winthrop
Ms. Judy Langston
Lancaster High School
N. Catawba Street
Lancaster, South Carolina 29720

Piedmont
Ms. Mike Hawthornthwaite
Hillcrest High School
Frontage Road, Box 188
Simpsonville, SC 29681

South Carolina Foreign Language Curriculum Writing Team and the South Carolina Curriculum Congress

These two groups were formed by the State Superintendent to assist in defining the vision of foreign language instruction and education and to make recommendations for redefining the system. It has recommended, for example, changes in teacher education programs, certification policies, and textbook adoption practices.

Contact: Foreign Language Writing Team
Dr. Art Mosher
Department of German
University of South Carolina
Columbia, SC 29208

South Carolina Curriculum Congress
Dr. Joann Boyd
Executive Director
SC Curriculum Congress
Department of Education
Lander College
Greenwood, SC 29646

42. South Dakota - Information is unavailable.

43. Tennessee - Information is unavailable.

44. Texas

Advisory Committee on International Issues to the Commissioner of Higher Education

This Advisory Committee, which was created by the Texas Commissioner of Higher Education, consists of business executives, state and federal public officials, and university administrators and faculty from all regions of the state. Its charge is to develop recommendations on policy, programs, and activities to ensure that higher education in Texas is responding efficiently and effectively to the international education and international economic development needs of Texas. Additionally, improving language competence and international awareness among students has been set as an important goal for elementary and secondary education.

Four subcommittees have been established: 1) curriculum and faculty development; 2) study abroad; 3) language programs; 4) private sector/internships. Each subcommittee meets regularly and reports recommendations to the larger committee, which is charged with seeing that recommendations are implemented.

The subcommittee on language programs -- chaired by Robert LaBouve of the Texas Education Agency -- has considered a PK-16 seamless curriculum with recommendations that have to do with admission, placement, and graduation requirements for students. The essential elements of instruction K-12 provided the basis for describing how much language proficiency future college-bound students should have upon entering colleges and universities. The Texas Education Agency has moved to implement recommendations in its establishment of a core curriculum for all students, in which language study would be an integral part. Correspondence has since ensued between the Committee Chair and the Commissioner of Education regarding the core curriculum and the place of languages. In the future, attempts will be made to find other vehicles like the core curriculum in order to implement recommendations that the Advisory Committee will approve.

Contact: Ms. Maricela Oliva
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 483-6101

Texas Academic Alliances Network

This group of four academic alliances assemble area teachers involved in language education PK-16 to seek involvement and collaboration, and to improve articulation among the component populations. In-service training relating to classroom instruction is also a prominent thrust of these groups. Language teachers from all levels, including ESL teachers, are invited to participate. Each alliance meets a minimum of four times yearly. Future plans call for increasing the numbers and the quality of alliances around the state.

Contact: Dr. Janet Norden
Modern Foreign Languages
Baylor University
Waco, Texas 78798-7393

(817) 755-3711

Effort Between Texas Schools and Colleges to Study Articulation
The main focus of this effort is the identification of specific problems of transition and attitudes of both students and teachers who deal with these problems through the study of Texas colleges and universities, foreign language supervisors in public school districts, and students who had recently passed through that point of transition.

The issues addressed have included intake and placement issues, credit by examination, expectations, and understanding the high school and college framework.

Contact: Dr. Barbara Gonzalez-Pino
Foreign Language Education
University of Texas at San Antonio
San Antonio, TX 78285
(210) 691-5224

45. Utah

Golden Spike Empire Language Alliance
Foreign language personnel at Weber State University and seven northern Utah school districts meet regularly. Together, they have initiated a reformulation of curriculum to more closely match the ACTFL proficiency guidelines. Secondary public school teachers have been trained with university faculty in the original ACTFL proficiency testing seminar. Subsequent summer workshops conducted by Weber State University faculty trained approximately 80 public school foreign language teachers in proficiency-based classroom instruction.

These efforts have helped district personnel to prepare students at the secondary level for placement in Weber State Intermediate courses. In turn, Weber State faculty have developed a confidence in the placement recommendations of local high school teachers.

Contact: Tony Spanos
(801) 626-6183
(801) 626-6996

Central Utah Modern Language Alliance
Brigham Young University and Provo area school districts' foreign language personnel meet quarterly to share cultural as well as literary information._ Professional enrichment is a major focus.

Contact: Pat Buchner
(801) 374-4980

TrACE Videodisc Consortium (Curriculum Development)
Brigham Young University personnel, and staff from Alpine, Provo, and North Sanpete Districts produce foreign language videodiscs for use in Utah schools. They also provide inservice training for teachers.

To date, trACE videodiscs and printed materials have been distributed to, and inservice workshops conducted for, personnel in every school district in Utah. These discs furnish an introductory experience for beginning students.

Contact: Karl Barksdale
(801) 374-4923

46. Vermont

Academic Alliances

Three alliances -- Bennington Mount Anthony, Champlain Valley Foreign Language Alliance, and SALSA -- meet about six times a year. They are part of the New England Network of Academic Alliances in Foreign Languages and Literature.

Contacts: Ana Maria Alfaro Alexander
(802) 468-5611 x268
Betty Alexander
(802) 864-8403

For more information on the New England network, please see Connecticut and Maine listings.

China Project

This is a project of the University of Vermont to offer Chinese language classes in two area elementary and middle schools.

Contact: Jue FeiWang
(802) 656-2030

47. Virginia

Blue Ridge Community College/Local Industry Partnership

A community college Spanish teacher provides on-site instruction for credit to front-line supervisors of a local poultry industry.

Contact: Ms. Nell Tiller
Blue Ridge Community College
Box 80
Weyers Cave, VA 24486
(703) 234-9261 ext. 220

"Spanish is Fun" Programs

Blue Ridge Community College sponsors an eight-week after school program, and a week-long summer program, of beginning Spanish for grades 3-7.

Contact: Ms. Nell Tiller
Blue Ridge Community College
Box 80
Weyers Cave, VA 24486
(703) 234-9261 ext. 220

University of Virginia Center for the Liberal Arts

This large, complex project puts university professors and high school teachers together for courses, in-service presentations, and workshops. More than a dozen disciplines are represented, including Spanish, French, German, and Classics.

Contact: Mr. Harold Kolb, Director
Center for the Liberal Arts
University of Virginia - P.O. Box 3697
Charlottesville, VA 22903

College of William and Mary - Encountering Foreign Languages Taught Through Technology: A Proposal for Faculty Development

This two-year program in instructional technology, which is funded by the State Council of Higher Education for Virginia, utilizes multi-media installed in one of the most technologically advanced language laboratories in the nation. The program allows faculty of the College's Department of Modern Languages and Literatures to use its laboratory to sponsor an outreach program to introduce other faculty members in Virginia to language possibilities associated with the marriage of audio, video, and computer technology. Beneficiaries of the outreach plan will include teachers from K-12, community colleges, and from Virginia's four-year colleges and universities.

Contact: Gary and Martha Smith, Co-Directors
Department of Modern Languages & Literatures
College of William and Mary
Williamsburg, VA 23187-8795
(804) 221-3685

Ferrum College

Students from Ferrum College are engaged in a cooperative arrangment with a local district in which they teach Russian weekly to elementary school students. This program started with third-grade students three years ago.

Contact: Ms. Sasha Saari
Ferrum College
(703) 365-4331

Hampden-Sydney College

An academic support program for area and state foreign language teachers is sponsored by Hampden-Sydney College. Materials are shared, and workshops are arranged. Workshops are of a routine nature with occasional specialized ones, e.g., Rassias, Francophonie.

Contact: Dr. Alan Farrell
Department of Modern Languages
Hampden-Sydney College
Hampden-Sydney, VA 23943
(804) 223-6201

Hollins College - CAI for the High School Foreign Language Teacher

This is a series of workshops on using computer-assisted language instruction in teaching foreign languages on the high school level.

Contact: Dr. Edwina Spodark

Hollins College - Box 9507
Roanoke, VA 24020
(703) 362-6310

Liberty University - School/University Partnership

A partnership is now being organized between Liberty University and high schools in the Lynchburg area that teach foreign languages. The purpose of the partnership will be to share resources and ideas about foreign language teaching.

Contact: David J. Partie or Sharon Hahnlen
Department of Modern Languages
Liberty University
P.O. Box 20000
Lynchburg, VA 24506

Old Dominion University - La Francophonie: A Study of Its Literature and Culture

This institute will enable 30 high school French teachers from the southeastern U.S. to study the most significant contemporary literary works from four regions of the French-speaking world. The study of the literature will be integrated with analysis of the cultural geography of the regions in order for participants to obtain a deeper understanding of the environments, diverse cultures, and ways of thinking of the Francophone world.

Contact: Dr. Marie A. Wegimont
Department of Foreign Languages & Literatures
Old Dominion University
Norfolk, VA 23529-0085
(804) 683-3973 or 3988

Randolph-Macon College - Saturday Seminar for Latin Teachers

This program of lectures, workshops, and discussions is geared toward secondary school Latin teachers. It is offered twice yearly and includes presentations by Randolph-Macon College staff, secondary school teachers, and other state classicists.

Contact: Dr. Greg Daugherty
Department of Classics
Randolph-Macon College
P.O. Box 5005
Ashland, VA 23005-5005

Richmond Academic Alliance for Foreign Languages

This group meets once a semester in the Richmond metro area to share information on the teaching of foreign languages.

Contact: Dr. Ainslee McLees or Ms. Kathy Miller
Randolph-Macon College
Ashland, VA 23005
(804) 752-7281

International Education Task Force of Tidewater Community College

Designed to foster the internationalization of college curriculum, this task force develops seminars and encourages faculty and student study abroad as well as international exchange programs.

Contact: Ms. Kathy O'Connor, Chair
Chesapeake Campus of Tidewater Community College
1428 Cedar Road
Chesapeake, VA 23320
(804) 547-9271

Virginia Polytechnic Institute - Intensive Second Language Institute

This is a two-week immersion summer institute in French and Spanish for high school teachers. Its purpose is to strengthen language and teaching skills and to share information about current trends in foreign language education.

Contact: Dr. Antonio Fernandez
Department of Foreign Languages and Literatures
Virginia Polytechnic Institute
119 Femoyer Hall
Blacksburg, VA 24061

Virginia Western Community College - Dionysia

Academic competition and presentations of skits and songs are the focus of this program for area foreign language high school students and three area colleges. College personnel host and coordinate and serve as judges for the yearly event.

Contact: Dr. Clarence Mays
Virginia Western Community College
Roanoke, VA 24015
(703) 857-7271

48. Washington - Information is unavailable.

49. West Virginia

Southern West Virginia Foreign Language Collaborative

The main focus of this collaborative is to bring college and pre-college foreign language teachers together to share ideas, to discuss problems, and to develop ways to promote foreign language study. The group meets regularly.

Contact: Frank Ball
Bluefield State College
Bluefield, West Virginia 24701
(304) 327-4000

Eastern Panhandle Foreign Language Collaborative

The main focus of this collaborative is the same as the previous one. It works to bring college and pre-college foreign language teachers together to share ideas, to discuss problems, and to develop ways to promote foreign languages. The group meets regularly.

Contact: Katalin Volker
Shepherd College
Shepherdstown, West Virginia 25443
(304) 876-2511

Foreign Language Pedagogy Team for the West Virginia University Holmes Project

The purpose of this group is to foster collaboration between West Virginia University and area high schools to assist in revising the foreign language teacher education curriculum at West Virginia University and to enhance the field experiences of foreign language teacher candidates.

Contact: Joseph Murphy
Department of Foreign Languages
Chitwood Hall
West Virginia University
Morgantown, West Virginia 26506
(304) 293-5121

50. Wisconsin

Wisconsin Assoc. of Foreign Language Teachers -- Grants Program

Creative approaches to enhance instruction are the focus of this grants program. Teachers submit proposals to a grants committee which recommends programs to fund upon Board approval. The committee is composed of university and K-12 educators. The process occurs annually.

Samples of recently funded grants include classroom computer connections between Wisconsin and Germany, and Wisconsin and France; language immersion day; and a workshop on reading materials.

Contact: Nancy Hessent
UW-Marathon County
518 South 7th Avenue
Wausau, Wisconsin 54401

University of Wisconsin-Milwaukee Articulation Conference

With this annual conference, K-16 educators come together with a focus on senior high to university articulation. Presentations and discussions are held over this two-day meeting. The planning committee consists of university and K-12 educators. High school students are involved as well. Much discussion at the conference focuses on what should be assessed for placement and how to correlate the junior/senior high school focus with the university course expectations.

Contact: Diana Bartley

University of Wisconsin at Milwaukee
(414) 229-5659

University of Wisconsin-Eau Claire Foreign Language Newsletter

This newsletter is distributed to junior and senior high school foreign language teachers in the area served by the University of Wisconsin-Eau Claire (where the university draws a majority of its students and which are geographically accessible to the teachers receiving the newsletter.) The newsletter encourages collaboration by: 1) informing teachers of their former students' achievements in language study; 2) informing teachers of university events to which language students are invited, and 3) informing teachers of workshops and courses provided for their students.

Contact: Gale Crouse
Chair, Dept. of Foreign Languages
UW-Eau Claire
Eau Claire, Wisconsin 54701
(715) 836-4287

Wisconsin Association of Foreign Language Teachers Middle Level Task Force

This task force of K-12 and university educators is working to define the role of foreign languages in the middle level grades. It was appointed by the Association's Board, and meets every other month. Members have addressed such issues as articulation and placement, and have made numerous presentations to foreign language groups, school board members, and administrators on Task Force results.

Among its accomplishments are:

-- a set of guiding principles
-- a list of challenges posed by middle-level students
-- appropriate foreign language instructional strategies for middle-level students
-- a set of principles of middle-level education and the role of foreign languages
-- a survey of middle-level foreign language programs in Wisconsin
-- a statement of philosophy
-- a set of teacher preparation needs and options
-- sample lessons for middle-level students.

Contact: Tim Zander (715) 422-6100
Patrick Raven (414) 521-8876
Paul Sandrock (608) 266-3079

Summer Language Institutes

Two Wisconsin universities have immersion programs for K-12 foreign language teachers of Spanish and German. The purpose is to keep teachers current in three areas of proficiency: language, culture, and methodology.

Contact: Spanish: Lucia Garner (Univ. of Wisconsin--Madison);
German: Mark Seiler (Univ. of Wisconsin -- Stevens Point)

Outreach - Directory of Consultants

The Outreach Committee of the Wisconsin Association of Teachers of Foreign Languages polled association members and developed a listing of consultants prepared to offer presentations on foreign language topics. This listing is updated, published, and distributed every few years. Each school district in Wisconsin receives a copy for use in staff development.

Contact: Anthony Ciccione
Dept. of French & Italian
Univ. of Wisconsin at Milwaukee
(414) 229-5966

Department of Public Instruction Data Collection

Wisconsin's Department of Public Instruction collects data, every three years, on foreign language enrollment in K-12 schools, by language. Universities are surveyed on their entrance and graduation requirements, retroactive credits for senior high school work, placement policies and procedures, and course offerings and majors/minors.

This data is sent to teachers, professors, administrators, guidance counselors, and methods teachers. It is sent to help K-12 and university educators to understand each other, to prepare students and help them along the language sequence, and to have current information to answer students' questions.

Contact: Paul Sandrock
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, Wisconsin 53707-7841
(608) 266-3079

Special Language Days and Contests

A German Day and a Russian Day are held at the University of Wisconsin-- Madison campus to bring senior high school language students to the university campus for fun and informative activities. Pronunciation contests in all languages are held for K-12 students, with the help of university faculty for judging. State-wide finals are usually held at a university site.

Contacts: German Language Day
Charles James
UW-Madison German Department
Room 810 Van Hise
Madison, Wisconsin 53706
(608) 262-2192

Russian Language Day
Ben Rifkin
UW-Madison Slavic Department
Room 720 Van Hise
Madison, Wisconsin 53706
(608) 262-1623

51. Wyoming

School District-College Russian Program

First- and second-year Russian programs are jointly funded and supported with high school/college classes. High school students, college students, and adults are all studying Russian together in these classes. Students have graduated from the program and gone on to advanced Russian courses elsewhere. Graduates who have gone on to four-year colleges have earned 10 semester hours of credit for testing.

Contact: Scott Underbrink
642 Divine Avenue
Casper, Wyoming 82601
(307) 237-5397

Video Clearinghouse

The Goethe Institute has supplied video materials to public schools in Wyoming and granted schools permission to copy them. The Goethe Institute has held several workshops around the state to address ideas for video usage. In turn, schools can request copies of various videotapes for use in their local programs.

Contact: Paul Wolz
125 College Drive
Casper College
Casper, Wyoming 82601
(307) 268-2388

Videotape, Film, and Instructional Library

The University of Wyoming has extensive holdings in video films and instructional materials, which are available to language teachers in the state. The University distributes them, and teachers later mail them back.

Part IV -- Representative Programs

In reviewing the information on state collaborative efforts, several initiatives shine through as unsurpassed, and likely to be valuable models for other states. These unique collaborative efforts are outlined below.

Alabama State Course of Study: Foreign Languages Committee

This state-wide committee developed a two-year state-mandated core curriculum emphasizing student outcomes. Members were appointed by the State Board of Education, and included local school teachers and supervisors, and college/university subject-matter professors.

The mandated State Course of Study has been completed, distributed, and currently is being implemented in all public school systems in Alabama. Four summer workshops on the State Course of Study have been held. Performance-based accreditation system teams (composed of local school people and State Department of Education staff members) will use the State Course of Study in their reviews of public school systems.

Delaware -- Ad Hoc Committee on International Education

This committee is composed of representatives from the Department of Public Instruction and the University of Delaware. Members discuss the status of international education in Delaware and consider ways to work together to help Delaware citizens deal with global political and economic issues they are likely to face. Among its recommendations, to date, is the appointment of a state-wide task force -- representing all educational levels, the state legislative and executive branches, and business -- to develop a statewide strategy on international education.

Georgia -- Foreign Language Careers Video Project

This project is a collaborative effort between the Georgia Department of Education and Georgia Southern University. Its major focus is to provide high school students (and younger ones), plus administrators and counselors, with practical examples of how knowing a foreign language (at various levels of proficiency) can be an advantage to them in the job market. It addresses the need for foreign language study for all students, not just the brightest and the college-bound.

For more information, please see page 28.

New England Network of Academic Alliances in Foreign Languages and Literatures

This network links 26 school and college-level foreign language alliances and collaboratives throughout the six New England states. The network brings together teachers from the New England region to discuss articulation, curriculum and pedagogy, and to inform each other about projects and developments within local alliances and collaboratives. A steering committee, with 7-16 representation, meets twice a year.

The New England Network has created an Intra/Interstate Speakers' Bureau. This is a listing of foreign language educators (K-16 and retired) in the New England states who

are willing to speak or to present workshops on specified topics to local alliances and collaboratives.

Another New England Network project is a three-year venture entitled "Articulation and Achievement: The Challenge of the 1990's in Foreign Languages Education." In collaboration with the College Board and the American Council on the Teaching of Foreign Languages (ACTFL), the Network will pilot, evaluate, integrate and disseminate fully articulated skills-based outcomes for the 7-16 levels of foreign language instruction. Additionally, the project will develop new assessment strategies, including portfolios to develop a set of well-defined, nationally accepted standards on the articulation process.

New Mexico Modern and Classical Languages Advisory Committee

This advisory committee originally began as a task force formed by the State Superintendent. It consists of teachers and administrators from across the state involved in second language education. Its first tasks involved developing student and teacher competencies and included a recommendation for a coordinator's position at the State Department of Education. Now, it has become an advisory committee to the language coordinator and continues to represent teachers at all levels, from various languages and from different geographical regions. It serves especially to bridge the gap between teachers at the local level and the State Department of Education (since there are no district level coordinators).

Ohio Network of Foreign Language Alliances

This is a network of 18 alliances from 18 different regions of Ohio. Local alliances meet on a regular basis throughout the year, and network representatives meet annually at the State Foreign Language Conference. Progress has included increased professional development opportunities for foreign language teachers at all levels; increased visibility and "more clout" for foreign language programs and teachers in the high schools, and better understanding among college and pre-college foreign language teachers regarding respective problems, expectations, and goals.

Southwest Arkansas Foreign Language Alliance

Members of this alliance include foreign language teachers from three postsecondary institutions, 35 secondary schools, and a number of elementary schools throughout 16 counties in Southwest Arkansas. The group meets four times a year, functioning in a workshop atmosphere, to discuss such topics as oral proficiency activities, using films and visuals as cross-cultural aids, structuring cooperative learning, and foreign language week activities.

The calendar is set at the first meeting of the school year in August. This meeting also provides isolated teachers an opportunity to participate in pre-school workshops in their teaching field (rather than general workshops). At the end of each alliance meeting, the type of participation expected from each teacher for the next meeting is established. Results cited are as follows:

1. Teachers are no longer isolated from their colleagues and profit from the experiences of others.

2. There is a liaison among the various academic institutions that will allow the schools to address issues of articulation and placement.

3. Secondary teachers receive up-to-date information on university foreign language programs.

4. The establishment of personal acquaintances has led to a network of professionals.

Utah -- TrACE Videodisc Consortium

Brigham Young University personnel, and staff from the Alpine, Provo, and North Sanpete Districts produce foreign language videodiscs for use in Utah schools. They also provide inservice training for teachers.

To date, TrACE videodiscs and printed materials have been distributed to, and inservice workshops conducted for, personnel in every school district in Utah. These discs furnish an introductory experience for beginning students.

Virginia -- College of William and Mary Faculty Development Proposal on Encountering Foreign Languages Taught Through Technology

This two-year program in instructional technology, which is funded by the State Council of Higher Education for Virginia, utilizes multi-media installed in one of the most technologically advanced language laboratories in the nation. The program allows faculty of the College's Department of Modern Languages and Literatures to use its laboratory to sponsor an outreach program to introduce other faculty members in Virginia to language possibilities associated with the marriage of audio, video, and computer technology. Beneficiaries of the outreach plan will include teachers from K-12, community colleges, and from Virginia's four-year colleges and universities.

Part V -- Conclusions

State collaborative efforts in foreign languages and international education abound. Academic alliances are far and away the most popular type. Many of them are exceedingly successful and effective, but there are also some rather weak ones. The weaker alliances meet infrequently and members consider meeting attendance more of a chore than a professional opportunity.

Nevertheless, the success of academic alliances far outweighs any drawbacks. In sparsely populated areas, they are necessary in preventing faculty isolationism and in helping members keep up-to-date with developments in the profession. In many states, more needs to be done with the already existing alliances, rather than forming new alliances. In addition, more networks, such as those that exist in the New England region would be especially useful. Also, state foreign language associations are alliances in themselves and need to be utilized more as collaborative ventures. For example, state foreign language associations and area alliances could work together on joint projects and activities.

As for school and university partnerships, their success is evident in that most members cite communication between elementary and secondary teachers and college and university faculty as a major plus to understanding the preparation and programs students need most. Introductory classes and workshops at colleges and universities for pre-college students are seen as particularly effective as have been the few initiatives cited between U.S. universities and those overseas.

In conclusion, it is clear from this limited, representative sample that foreign language and international studies educators across the nation are involved in innovative, collaborative efforts to meet the needs of their students and to foster their own professional development. Support for strengthening existing programs is now needed, and the most effective programs should be duplicated and further refined in other states.

Part VI -- Selected Publications

A Report of Foreign Language Curriculum Review. 1992. Available from the Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205.

Academic Preparation for College: What Students Need to Know And Be Able to Do to Enter College in Alabama. 1988. Available from the Alabama Commission on Higher Education, One Court Square, Suite 221, Montgomery, Alabama 36197-0001.

Alabama State Course of Study: Foreign Languages. Bulletin 1991, No. 31. Available from the Office of the State Superintendent of Education, Alabama State Department of Education, Montgomery, Alabama 36130-3901.

Elementary School (K-8) Foreign Language Teacher Education Curriculum. Available at $8.00 per copy from the ERIC Clearinghouse at 1118 22nd Street, N.W., Washington, D.C. 20037.

Final Report and Recommendations of the Texas Higher Education Coordinating Board: Commissioner's Advisory Committee on International Issues. Austin, TX 1990. Available from Maricela Oliva, Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711. (512) 483-6101.

Foreign Language Careers Video Project. Available on a limited basis from Marcia A. Spielberger, Georgia Department of Education, 1954 Twin Towers East, Atlanta, GA 30334-5040. (404) 656-2414.

Foreign Language Facts for You. Available from Cindy Saylor, Foreign Language Consultant, South Carolina Department of Education, 801 Rutledge Building, Columbia, South Carolina, 29201. (803) 734-8378.

Foreign Language Showcase: A Model for Stimulating Interest in Foreign Languages. This video is available from Directors "Showcase" Grant, Department of Modern Languages and Linguistics, University of Maryland Baltimore County, Baltimore, MD 21228. (301) 455-2109.

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